

ROYAUME DU MAROC
المملكة المغربية

Ministère de l'Éducation Nationale, de l'Enseignement Supérieur,
de la Formation des Cadres et de la Recherche Scientifique

Présidence du Concours National commun 2014
ÉCOLE MOHAMMADIA D'INGÉNIEURS : المدرسة المحمدية للمهندسين



CONCOURS NATIONAL COMMUN

d'Admission dans les Établissements de Formation

d'Ingénieurs et Établissements Assimilés

Filières : **MP/PSI/TSI/BCPST**

Épreuve d'Anglais

Durée **2** heures

Notes à lire par le candidat

- *Le candidat doit obligatoirement utiliser la feuille-réponse, (ANSWER-SHEET), pour ses réponses.*
- *Chaque candidat n'a droit qu'à une seule « ANSWER-SHEET ». Aucune feuille à carreaux, commune aux autres épreuves, ne sera acceptée.*
- *Le candidat doit écrire son nom de famille, prénom(s), centre et numéro d'examen dans la partie réservée à ceci en haut de la 1ère page de la feuille-réponse, avant de commencer à rédiger, pour valider sa feuille de composition.*
- *L'usage de toutes machines (calculatrice, traductrice, etc.) ou dictionnaire est strictement interdit.*
- *Si un candidat est amené à repérer ce qui peut lui sembler être une erreur d'énoncé, il le signalera sur sa copie et devra poursuivre sa composition en expliquant les raisons des initiatives qu'il a été amené à prendre.*
- ***Le non respect des limites indiquées sur la feuille Answer sheet sera sanctionné.***
- *CETTE ÉPREUVE COMPORTE DEUX FEUILLES A3 : UNE FEUILLE **(ENGLISH EXAM PAPER)** AINSI QU'UNE FEUILLE-RÉPONSE **(ANSWER-SHEET).***

Most parents hope that their children will surpass them in education, finance and health. But do we expect them to be more sustainable too? And are they? To explore this, we need to look at how we learn to become responsible consumers – at school, via the media and through family.

Formal education plays a role in children's environmental learning, and sustainability has been on the school curriculum for years in many countries. We are in the final year of the United Nations Decade of Education for Sustainable Development, and today's young people have had more exposure to environmental issues in school than many previous generations.

Similarly, young people absorb information about the environment through traditional and social media. These new media sources are important especially since young people share and consume media while socialising.

However, in terms of forming habits and behaviours, the informal "how to" learning that takes place from parent to child, in everyday family life is very important. From being told to turn off the lights or not shower for too long, to the daily discussion and observation of each other's actions and reactions. Family members note choices and behaviour – do Mum and Dad buy organic or not, do they choose car or bike, are they thorough recyclers?

The reasons for such choices may not be stated explicitly – and they may not even have anything to do with environmental concerns - but parental habits exert a significant influence on children's environmental attitudes and behaviours. It's more socially acceptable and convenient to learn and copy observed actions than forming our own opinions.

But what about the transfer the other way – the alleged consumer power of children? We know from consumer research, public debate (and from personal experience) – that children have significant power when it comes to deciding what goes into the shopping trolley, where the family will go on holiday, what kind of electronic devices are "needed" in the household, etc. But let's take a reality check when it comes to environmental issues – do children and young people actually push their parents to act sustainably?

There is little evidence that children use their power in this way. Children and adolescents have quite positive attitudes when it comes to environmental protection, but when it comes to action, they generally lag behind their parents. In studies carried out in Denmark we looked at 16-18 year olds who were still living at home, and compared the young people and their parents' environmental worldviews, attitudes and behaviours towards different actions in the home, such as electricity consumption.

The first consistent finding was that parents' and their children's behaviour are similar – for better and for worse. The intergenerational transfer of behaviours happens whether they're sustainable or not. This "transfer" is most apparent in visible areas, such as purchase of organic products that end up on the kitchen table. Whereas a more difficult topic for children to learn about is electricity consumption, since this is typically invisible at home. New technology can assist this informal learning – for instance, we have seen that giving households visible feedback about their electricity consumption increases parents and children's discussion and learning about electricity and ways to save energy at home.

The second key finding was that parents' take more sustainable actions than their children. Not only in terms of energy consumption, which they have a natural exposure to, but across a range of issues such as organic purchases. The only notable exception being sustainable modes of transportation, where children came out greener than their parents.

Of course, with both transport and other domestic sustainable choices, the differences in environmental action across generations are partly tied to life stage. Behaviours are formed by the contexts of being legally able to drive, paying electricity bills and a lifetime's exposure to environmental messaging. Many young people will make more sustainable choices as they mature, with new priorities and experiences, and these later-life choices will draw on the learned behaviours from their family home.

Alice Grønhøj, The Guardian March 5th 2014

SECTION ONE: Reading Comprehension & Commentary

Answer the following questions. Do not copy from the article.

Any reproduction of five successive words from the text will be penalized.

Task One: Reading Comprehension

1. Where do children and young people get their education from?

2. What sustainable actions are young people better informed at than their parents?

3. According to the writer, how could young people drive their parents to act more sustainably?

4. Why does the writer believe that young people are more influential than their parents in expressing attitudes than in taking actions?

Task Two: Commentary

Comment on the following assumption:

"In all over the world, millennials (18-34 years old) are criticized for being self-centered and narcissistic 'me' generation."

Mike and Morley, *August, 14, 2012,* mediapress.net/

SECTION TWO: Translation and Writing

Task One: Translation

A- Thème: translate these sentences into English

1. J'ai voyagé un peu partout au Maroc ; c'est pourquoi je connais à peu près tout sur les monuments du royaume.
2. C'est la première fois que j'entends dire que la musique pourrait avoir des effets nocifs sur la santé.
3. J'aimerais que tu fumes un peu moins ; tu vas finir par avoir des problèmes aux poumons ou à la gorge.
4. Chaque jour ; j'ai mal à la tête dès que j'ai travaillé depuis une heure à mon ordinateur.

Axel Delmotte, fribok.blogspot.com/

B- Version: translation this passage into French

The consumer society is changing; people still want to buy but not for the same reasons as before. In the 1960s, people bought to improve their material comfort. In the 1980s what mattered was buying in order to show one belong to a specific group. Nowadays people still buy on psychological grounds. Buying has become a form of compensation, a form of therapy. People feel better when they buy the right product supposed to enhance their lives.

[Contracted by Tolicetti et al., from an article by Niccolas Riou, Libération, Oct.31, 2005]

Task Two: Writing

Write a ***four-paragraph argumentative essay.*** *Either* *support* *or* *oppose* *the following viewpoint:*

"Ignoring your social rights is a crime against your community."

--------------- *End of the English Paper* ---------------

